

## **THE INFLUENCE OF INNOVATIVE PEDAGOGY TO THE DEVELOPMENT OF LANGUAGE TEACHING PROCESS**

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### **ABSTRACT**

*The given article describes the influence of innovative pedagogy to the development of language teaching process. Collaborative and networked education is one of the essential parts of innovative teaching. Three spheres benefiting from innovation pedagogy are given and discussed.*

**Key words:** innovative pedagogy, meta-innovations, individual-centered.

### **АННОТАЦИЯ**

*В данной статье описывается влияние инновационной педагогики на развитие процесса обучения языкам. Совместное и сетевое обучение является одной из неотъемлемых частей инновационного обучения. Даны и обсуждены три сферы, извлекающие выгоду из инновационной педагогики.*

**Ключевые слова:** инновационная педагогика, метаинновации, личностно-ориентированность.

### **INTRODUCTION**

Problems are solved and innovations are created in groups and networks in working life, but the students of universities typically memorize lectures and reading in examinations where collaboration is not allowed. Educational research has noted the transfer problem where learning cannot often be recalled and applied in working life. The learning in one type of setting is not accessible when the learner is moved to another setting. This problem can be, at least in part, avoided by creating identical elements in education and working life. Higher education institutions should have flexible curricula to respond to the needs of environment. Collaborative and networked education typically responds to the needs of working life with the project learning where students participate in multi-disciplinary applied research and development supervised by the teachers. These projects may promote entrepreneurial activities within the higher education institution but also support the real entrepreneurship of students. International activities are also essential elements of networking, because many projects of research and development have international collaboration and funding.

These methods, meta-innovations, applied in teaching and learning constitute a base for the whole learning process, facilitate intuitive learning during it and make transmitting of tacit knowledge possible when dealing with working life. Following this rationale innovation pedagogy is defined as a learning approach that defines in a new way how knowledge is assimilated, produced and used in a manner that can create innovations.

## **DISCUSSION AND RESULTS**

Traditionally, the role of education has been to give knowledge-based readiness, which later would be applied in practice to various innovation processes in working life. Innovation pedagogy introduces how the development of students' innovation skills from the very beginning of their studies can become possible. Innovation pedagogy contributes to the development of new generation of professionals whose conceptions of producing, adopting and utilizing knowledge make innovative thinking and creating added value possible. The core of innovation pedagogy lies in emphasizing interactive dialogue between the educational organization, students, and surrounding working life and society. In accordance to this its conceptual core can be divided into three different spheres in parallel to the three major actor groups benefiting from innovation pedagogy:

1. Final learning outcomes, creation of innovations and produced capability to participate in diverse innovation processes – having primarily to do with students, who are expected to create innovations while affiliating with working life.
2. Learning of innovation competences alongside with study programme specific knowledge, skills and attitudes – being mostly connected with working life, which provides students with ideal surroundings to acquire the competences needed in innovation processes and in future working life in general.
3. Meta-innovations – referring to methods of learning and teaching utilized in the learning processes by the faculty members together with the students enhancing both the creation of innovations and innovation competence.

Learning outcomes are statements which are used to describe specifically what is expected from a learner in form of understanding, knowledge and know-how at the end of a certain period of learning. They are broad statements of what is achieved and assessed at the end of the course of study.

Universities of applied sciences were established at the beginning of the 1990s in Finland to support regional development unlike the traditional research universities which create new universal knowledge in basic research and serve the whole society and mankind. The pedagogical approaches of traditional research universities were

not suitable for the universities of applied sciences. Therefore the Turku University of Applied Science developed innovation pedagogy to promote innovations and regional development. Individual-centered learning is typically found in traditional science universities in subjects with no professional or practical orientation. Students listen to lectures, read books and memorize them in examinations. This kind of individual learning is relevant when the purpose is to disseminate facts, concepts and information. Individual learning is necessary but not sufficient at the universities of applied sciences, which are trying to increase their external impact on the companies and other organizations in their environment.

## CONCLUSION

Research indicates that networked learning using information and communication technology can support learning with regard to the development of higher-order skills such as scientific inquiry and critical thinking. The skill associated with searching, evaluating and understanding information sources to learn about complex and challenging science topics require regulation.

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